

GREENVILLE TECHNICAL CHARTER

506 S. Pleasantburg Dr., Bldg. 119

Greenville, SC 29607

GRADES 9-12 High School

ENROLLMENT 342 Students

PRINCIPAL W. Fred Crawford

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SUPERINTENDENT Dr. William E. Harner

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BOARD CHAIR Tommie E. Reece

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THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

9

0

0

0

0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

N/A

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Excellent	N/A	N/A
2003	Excellent	Good	N/A
2004			

TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	Our School			High Schools with Students Like Ours		
Percent	2001	2002	2003	2001	2002	2003
Passed all 3 subtests	62.2	79.2	79.1	85.1	85.0	85.2
Passed 2 subtests	20.3	16.7	18.7	8.7	10.1	9.5
Passed 1 subtest	9.5	4.2	2.2	4.0	3.5	3.5
Passed no subtests	8.1	0.0	0.0	2.3	1.4	1.5

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
All Students	59	98.3	58	22.4	66	83.3
Gender						
Male	27	100.0	29	20.7	31	87.1
Female	32	96.9	29	24.1	35	80.0
Race or Ethnic Group						
African American	14	100.0	11	9.1	13	84.6
Hispanic	1	I/S	5	0.0	5	100.0
White	44	97.7	37	29.7	45	75.6
Other	N/A	N/A	5	20.0	3	I/S
Disability Status						
Non-speech disabilities	3	I/S	1	I/S	11	9.1
Students without disabilities	56	100.0	57	22.8	55	98.2
Migrant Status						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	58	22.4	0	N/A
English Proficiency						
Limited English proficient	N/A	N/A	2	I/S	0	N/A
Non-LEP	58	98.3	56	23.2	66	81.8
Lunch Status						
Subsidized meals	2	I/S	1	I/S	7	14.3
Full-pay meals	56	98.2	57	22.8	59	91.5

n = number of students on which percentage is calculated

ELIGIBILITY FOR LIFE SCHOLARSHIPS

Percent of	Our School	High Schools with Students Like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	22.4	39.4
Seniors who met the SAT requirement	22.4	40.2
Seniors who met the grade point average	72.4	73.1

*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 342)				
Retention rate	3.9%	Down from 9.9%	3.7%	7.3%
Attendance rate	93.9%	Down from 94.7%	96.3%	95.5%
Eligible for gifted and talented	0.0%	No change	1.6%	5.1%
With disabilities other than speech	5.4%	Down from 8.2%	7.6%	12.2%
Older than usual for grade	5.4%	Down from 6.5%	4.4%	10.1%
Suspended or expelled	0.0%	No change	2.1%	2.3%
Enrolled in AP/IB programs	0.0%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	0.0%	No change	1.1%	2.7%
Career/technology students in co-curricular organizations	N/A	N/A	0.5%	3.2%
Enrollment in career/technology center courses	N/A	N/A	474	433
Students participating in worked-based experiences	N/A	N/A	19.1%	26.3%
Career/technology students mastering core competencies	N/A	N/A	84.7%	74.9%
Career/technology completers placed	N/A	N/A	100.0%	99.5%

Teachers (n= 21)				
Teachers with advanced degrees	86.7%	Up from 82.4%	66.7%	51.7%
Continuing contract teachers	0.0%	N/A	85.2%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	67.8%	Down from 71.0%	85.0%	85.1%
Teacher attendance rate	N/R	N/R	96.1%	95.8%
Average teacher salary	\$37,017	Up 5.0%	\$41,804	\$40,303
Prof. development days/teacher	15.9 days	N/R	11.0 days	10.3 days

School				
Principal's years at school	1.0	Down from 3.0	3.0	3.0
Student-teacher ratio	24.1 to 1	Up from 23.0 to 1	27.3 to 1	26.2 to 1
Prime instructional time	N/R	N/R	92.4%	90.1%
Dollars spent per pupil*	\$5,765	Up 6.7%	\$5,755	\$6,279
Percent spent on teacher salaries*	71.3%	Up from 61.1%	58.5%	57.8%
Opportunities in the arts	Poor	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	99.0%	87.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Greenville Technical Charter High School is one of the most unique public schools in our state. GTCHS was established in 1999 primarily as a result of the vision and courage of the President of Greenville Technical College, Dr. Thomas Barton. The establishment of GTCHS was supported by the sponsoring school district, the School District of Greenville County, to create a middle college/early college program on the main campus of Greenville Technical College. Also, this innovative school concept was supported by the business community to provide students a seamless transition from high school to higher education and the world of work.

The school continues to provide a strong core academic program that is enhanced by the extensive higher education opportunities available at Greenville Technical College. Many of the students at GTCHS earn a significant number of college credits along with a high school diploma at no cost to the student. Several of our graduates this year had over 40 college credits and will enroll in college as sophomores next year. In addition, the school's ability to offer all students individualized academic plans and assistance further serves to create an opportunity for the success of each student. Teachers use state of the art technology to enhance instruction in all subject areas. Student teacher ratios remain one of the lowest in the upstate at approximately 21:1. Also, the school expectations for parental involvement at a minimum of one hour a week, 50 hours of community service for every student during the year, project based learning that is competency based and the senior capstone exhibition prior to graduation continue to make GTCHS a unique place for learning and character building.

While only four years old, GTCHS remains the state's largest public charter high school and in 2002 received an Excellent rating from the State Department of Education. The success of GTCHS is obvious in its increased enrollment and the school has been awarded a federal dissemination grant to share best practices with other schools. The school currently has a waiting list for admission and other technical colleges throughout the state are planning similar high school programs. GTCHS has been designated by the US Department of Education as a model employer-linked public charter high school and continues to be recognized as a flagship school of choice in our state.

W. Fred Crawford

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	13	47	35
Percent satisfied with learning environment	100.0%	78.7%	100.0%
Percent satisfied with social and physical environment	100.0%	73.9%	81.3%
Percent satisfied with home-school relations	100.0%	91.3%	90.9%

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.